ARE YOU GIVING YOUR CHILD THE FOOD HE NEEDS?

Ten Requirements of Rational Dietary for Children.

The twelfth article in The Tribune's series of lessons on Mothercraft.

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A RATIONAL dietary for children should meet the following requirements:

1. Total calories per day, computed for the age, weight (normal); modified by the activity, season, health, of the individual child.

2. Balance of protein, fat, carbohydrate:
Protein, 10-15 per cent.
Fat, 30-35 per cent.
Carbohydrate, 50-60 per cent.

3. Purin-free or low in purins.

4. Minerals supplied, especially lime, phosphorus, iron, soda, potash.

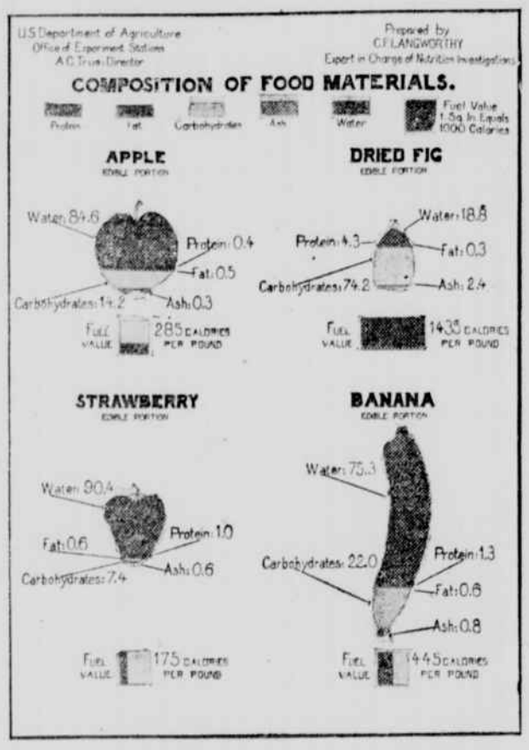
5. Vitamins supplied by some uncooked foods.

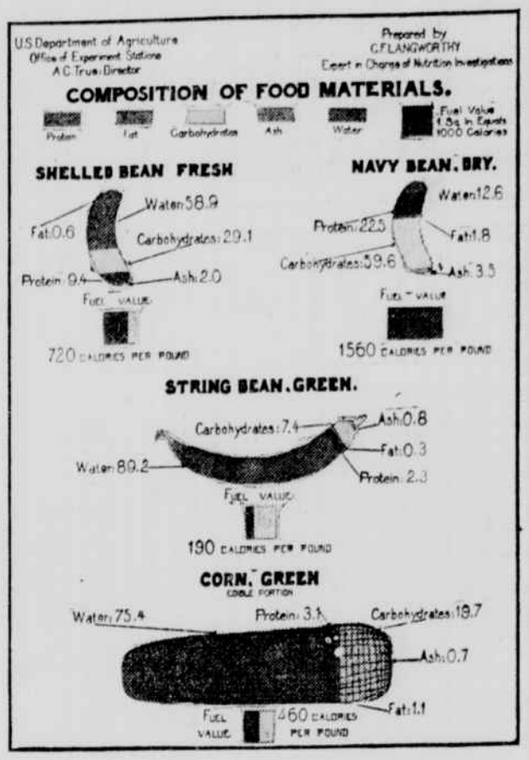
6. Laxatives furnished by cellulose, water, oils, sugars.

7. Hard foods, requiring gnawing and chewing.

8. No irritants or artificial stimulants, e. g., pepper, mustard, vinegar, condiments, alcohol, beer, tea, coffee.

9. Combinations of food carefully arranged:
a. Alkaline balance.
b. Milk not served with acids, as tomatoes, oranges, apples, apricots, peaches, lemon juice.





c. Agreeable proportion of liquids and solids.
d. Flavors combined that taste well together.
e. Variety slight at one meal (three to six items); wide range from day to day.

10. Cooking:
a. Albumen (e. g., milk, white of egg) slightly coagulated.
b. Cereals and starches thoroughly cooked.
c. Fats not overheated (below smoking or scorching point).
d. Fats not mixed while hot with starches or sugars (gravies, sauces, fried foods, pastry), nor with protein (fried eggs); best given raw, as in butter and cream.
e. Vegetable cellulose removed, or divided according to the development of the digestive system of the child.

TO MAKE OUT A DIETARY FOR A GIVEN INDIVIDUAL.

1. Compute the total calories required for one day, as follows:
a. Take the normal weight for the age, sex, height.
b. Multiply this by the calories required per pound of body weight.
Use the minimum calories for younger age, maximum for oldest in each age group. A child of active temperament requires more calories than a phlegmatic child of same age and weight. Factors requiring a liberal allowance of calories are: Outdoor life, cold weather, vigorous exercise, child under normal weight. Those requiring smaller allowance are indoor life, little activity, hot weather, child over normal weight.

2. Compute the number of these total calories for protein (15 per cent of total calories), fat (30-35 per cent), carbohydrates (50-60 per cent).

3. Make out a tentative day's dietary, in 100-caloric portions, and add or deduct portions until the total of computed calories is approximated; a difference not to exceed 10 per cent is allowable.

4. Analyze these portions and compare with computed amounts (2 above) for balance of protein, fat, carbohydrate. Differences not to exceed 10 per cent are allowable. For compound foods, as custard, puree, analyze each of the ingredients.

5. Analyze for lime, phosphorus, iron.

6. Check for acid and alkali-forming foods.

7. Check for vitamins.

8. Check for laxatives.

9. Check for hard foods.

10. Divide into meals. The heaviest meal should come in the middle of the day.

11. Note the method of preparation suited to the development and condition of the individual.

How to Compute a Balanced Ration for an Individual.

TYPICAL MENUS FOR DIFFERENT AGES

Twelve to fifteen months.
Calculated for 21 lbs., 45 Calories=945 Calories.

A. M.	Calories.	Vt.	Al.	Lx.	Hd.
6:00 Glass warm milk 1½	150	*	*	—	—
8:00 Orange juice	75	*	*	*	—
10:00 Oatmeal jelly	25	—	—	—	—
Glass milk 1½	150	*	*	—	—
Cream ½ T.	5	*	*	—	—
P. M.					
2:00 ¼ potato, baked	25	—	*	—	—
Cream 1 T.	15	*	*	—	—
Bread ½ slice toasted	50	—	—	*	*
Prune pulp	100	*	—	*	—
Glass milk 1½	150	*	*	—	—
6:00 Oatmeal jelly	25	—	—	—	—
Milk 1½ glass	150	*	*	—	—
Cream ½ T.	5	*	*	—	—
Zwieback, 1 small slice	25	—	—	—	*
Totals as analyzed	950				

Calories.	Pr.	Fat.	Cy.
Calculated	142	331	473
Analyzed	141	346	463

Fifteen to twenty-four months.
Calculated for 26½ lbs., 43 Calories=1,139 Calories.

A. M.	Calories.	Vt.	Al.	Lx.	Hd.
6:00 Glass warm milk 1½	150	*	*	—	—
1 Wheatsworth cracker	25	—	—	*	*
8:00 Orange juice	75	*	*	*	—
10:00 Oatmeal gruel	50	—	—	—	—
Glass milk 1½	150	*	*	—	—
½ slice toast, whole wheat	50	—	—	*	*
P. M.					
2:00 ½ coddled egg	30	*	—	—	—
½ baked potato	25	—	*	—	—
Spinach 1 T.	10	*	*	*	—
Bread ¼ slice whole wheat	25	—	—	*	—
Butter ¼ T.	25	*	*	—	—
Prune pulp	100	*	—	*	—
4:00 Glass milk 1½	150	*	*	—	—
6:00 Oatmeal gruel	50	—	—	—	—
½ slice toast, whole wheat	50	—	—	*	*
1 Wheatsworth	25	—	—	*	—
Glass milk 1½	150	*	*	—	—
Totals as analyzed	1,140				

Calories.	Pr.	Fat.	Cy.
Calculated	171	398	570
Analyzed	181	397	583

Lime.	Phos.	Iron
Gms.	Gms.	Gms.
1.653	2.615	.0074

Two to four years.
Calculated for 35 lbs., 38 Calories=1,330 Calories.

A. M.	Calories.	Vt.	Al.	Lx.	Hd.
6:30 Orange juice	75	*	*	*	—
7:30 Oatmeal ¼ serving	25	—	—	—	—
2 glasses milk	200	*	—	*	—
1 small slice toast, whole wheat	50	—	—	*	*
Butter ½ T.	50	*	—	—	—
10:00 1 glass milk	100	*	*	—	—
1 Wheatsworth	25	—	—	*	*
2:00 ½ medium potato baked	50	—	*	—	—
1 T. peas	50	—	*	*	—
1 egg, coddled	60	—	—	—	—
1 T. butter	100	*	—	—	—
Apple sauce	100	—	*	*	—
½ slice bread, whole wheat	50	—	—	*	—
P. M.					
5:00 Rice	50	—	—	—	—
Dates	80	*	*	*	—
Milk, 2 glasses	200	*	*	—	—
1 slice zwieback, whole wheat	100	—	—	*	*
Totals as analyzed	1,335				

Calories.	Prt.	Fat.	Cy.
Calculated	200	465	665
Analyzed	182	480	673

Lime.	Phos.	Iron.
Gms.	Gms.	Gms.
1.359	2.437	.0072

Four to six years.
Calculated for 40 lbs., 37 Calories=1,480 Calories.

A. M.	Calories.	Vt.	Al.	Lx.	Hd.
6:30 Orange juice	100	*	*	*	—
7:30 Raisins (seedless)	100	*	*	*	—
Rice	50	—	—	—	—
Whole milk, 2½ glasses	250	*	*	—	—
Soft boiled egg	60	—	—	—	—
Whole wheat toast, 1 slice	100	—	—	*	*
Butter	75	*	—	—	—
12:00 Lima beans	50	—	—	—	—
Spinach 2 T.	25	—	*	*	—
Potato	50	—	*	—	—
Whole wheat bread, 1 slice	100	—	—	*	—
Butter	75	*	—	—	—
2 plums	50	*	—	*	—
P. M.					
5:00 ½ shredded wheat	50	—	—	—	—
Glass milk 2½	250	*	*	—	—
Molasses cookie	100	—	—	*	—
Totals as analyzed	1,460				

Calories.	Prt.	Fat.	Cy.
Calculated	222	518	740
Analyzed	220	511	730

Lime.	Phos.	Iron
Gms.	Gms.	Gms.
1.47	2.919	.0132

Six to eight years.
Calculated for 47 lbs., 33 Calories=1,551 Calories.

A. M.	Calories.	Vt.	Al.	Lx.	Hd.
6:30 Orange juice	100	*	*	*	—
7:30 Breakfast.					
1 shredded wheat	100	—	—	—	—
½ pt. whole milk	150	*	*	—	—
1 slice toast, whole wheat	100	—	—	*	*
Butter ½ T.	50	*	—	—	—
Soft boiled egg	60	—	—	—	—
½ fig	50	*	*	*	—
12:00 Dinner.					
Macaroni, ½ portion	50	—	—	—	—
Cheese 1 T.	100	*	*	—	—
String Beans, 4 T.	25	—	*	*	—
Lettuce, oil and lemon juice	55	*	*	*	—
1 slice bread	100	—	—	*	—
Butter ½ T.	50	*	—	—	—
Raw apple	100	*	*	*	—
5:00 Supper.					
Whole wheat cereal	100	—	—	*	—
1 cup whole milk	100	*	*	—	—
1 cup custard	150	—	—	—	—
1 slice toast, whole wheat	100	—	—	*	*
½ T. butter	50	*	—	—	—
Totals as analyzed	1,590				

Calories.	Prt.	Fat.	Cy.
Calculated	233	543	775
Analyzed	238	557	795

Lime.	Phos.	Iron.
Gms.	Gms.	Gms.
1.619	3.127	.0104

*Present. (—) Not present.

The CRUISE of the NOAH'S ARK

by David Cory

CHAPTER X.

"LOOK out! look out! a boat in sight,
Turn quickly to the left or right,
You'll have a smash-up sure as fate—
Alas! my warning is too late!"

cried the weathercock. It was, indeed, too late! Crash! bang! The Ark shivered from bow to stern. The animals were thrown violently to the floor, and cries and moans arose from every quarter. It was just before the dawn. Away in the East the rising sun was tinging the horizon with pink. Captain Noah and his crew were sound asleep, except the man at the tiller. Goodness knows how it came about that such an accident should occur!

In a few minutes Captain Noah was on deck, closely followed by his faithful crew.

"What has happened?" he asked, running to the forward part of the Ark. A few feet away was the hull of an abandoned vessel, riding low in the water. Her masts and upper structure were gone; only the charred hulk told the tale of disaster.

Hastily examining his own ship, Captain Noah discovered that a hole had been made in the bow. Suddenly the animals commenced rushing up on deck in great excitement.

"The Ark is filling with water," cried Mrs. Elephant, "and my slippers are soaking wet. If I had remained below another instant they would have been ruined!"

The rats and the mice scrambled up the companion-way in great fright. "A bad sign!" commented Captain Noah, "it shows the Ark is sinking!"

Marjorie gave a little scream. She had hastily thrown her kimono over her nightdress at the first warning and had hurried down to the deck.

"Don't worry, dearie," said Mrs. Noah, placing her arm around the little girl, "Captain Noah will stop the leak!"

"I hope so," he replied. Then, turning to the animals, he asked, "Who will go below with me and investigate?"

The elephant stepped forward. "I will, Captain," he said bravely.

"Come along," cried Captain Noah, and followed by the elephant, he went below decks. "Throw me down the tarpaulin," he called up a moment later, "some planks, too!"

Ham jumped forward to obey. The water by this time had gained considerable headway, filling the lower hold to a depth of more than a foot. At this critical point, the elephant showed much ingenuity. Finding that the tarpaulin was of no use, he sat down squarely on the hole, blocking it up so that not a drop of water leaked in.

"Bully for you!" cried Captain Noah, "that's the best stunt I've seen yet!"

"It's not very comfortable," said the elephant, "but it's better to have one's back wet than one's entire body!"

"Start the pumps!" commanded Captain Noah, rushing to the foot of the companion-way. "Set some of the animals to work, Ham!" They immediately commenced, taking turns, so that in a short time, the Ark was almost dry.

"Well, how long do you expect me to be a water plug?" asked the elephant. "You certainly don't expect me to sit here for the rest of the voyage?"

"I don't know what we're going to do if you get up," admitted Captain Noah, scratching his head meditatively, "I hate to think what will happen if you do."

"So do I," agreed the elephant, "and, then again, I hate to think what will happen if I don't."

"Let's call Mr. Jonah," suggested Captain Noah.

"Of what use is he?" said the elephant, with evident disgust. "It's all his fault, anyway. If he hadn't been asleep at the tiller, we'd never have had the accident."

"We might punish him for neglect of duty," said Noah.

"How?" asked the elephant, only slightly interested. "I don't see how that's going to help me."

"You don't?" replied Noah.

"No, I don't," cried the elephant.

"Well, I'll tell you," said Captain Noah in a low tone so as not to be overheard by Marjorie and Mrs. Noah. "We'll plug the hole up with him. He can sit on the opening for a punishment."

"Great idea," said the elephant, with a chuckle. "Bring him down."

"I'm going up after Mr. Jonah," said Captain Noah to his wife and Marjorie; "you had better come up on deck with me."

Mrs. Noah and Marjorie followed him upstairs.

"Aboy, there, Mr. Jonah!" called out the Captain. "Let Shem tend tiller and you come below with me." Mr. Jonah, unsuspecting and glad to be relieved, followed Captain Noah below decks.

"What do you want me for?" asked Jonah as they reached the lower hold.

"I'll show you in a moment," answered Captain Noah; "follow me."

"Pretty damp," exclaimed Mr. Jonah; "guess we've sprung a leak."

"Hello!" said the elephant cordially to Mr. Jonah as he came up unsuspectingly, "excuse my not rising."

"Certainly," replied Mr. Jonah, "but you don't look very comfortable." The elephant did not answer, but stretching out his trunk seized Mr. Jonah and shoved him down into the opening."

"Help! murder!" yelled the latter, nearly strangled by the water that rushed through the opening as the elephant arose.

"Keep quiet!" commanded Captain Noah sternly. "You made the hole, now you can mend it! It's all your fault that we ran into that hulk. If you had kept awake and attended to your duty, we would not now be in peril of our lives!"

Mr. Jonah looked blankly from the Captain to the elephant. He was too amazed and frightened to answer for the moment. Finally, when he could find voice to speak, he said feebly:

"What am I to do?"

"Don't you do a thing," cried the Captain, pushing him down firmly as he attempted to rise. "Don't you do a thing. You just sit there and be a hero!"

"I won't," cried Mr. Jonah.

"Then we'll all drown, and you, too," said Captain Noah.

"Well, said Mr. Jonah resignedly, after a moment's reflection, "if you'll serve my meals down here, perhaps I can stand it until we land somewhere."

"Now you're talking like a hero," cried Captain Noah admiringly; "you shall be decorated with a medal for bravery at the first opportunity."

At this moment a loud cry on deck caused Captain Noah to rush up the companion-way to find out what was the matter.

"Land ahead! Land ahead!" called out the Weathercock.

There, sure enough, was a small island just ahead of them.

The Ark rolled up the beach and came to a standstill.

"Throw out the anchor" commanded Captain Noah, "we won't take any chances of a rising tide or anything else carrying us out to sea until we're ready to go."

Japheth threw out the anchor, while Ham lowered the gangplank. "All ashore!" yellow Shem. The animals were soon playing on the beach and in the shade of the palm trees. Mrs. Noah and Marjorie, with the three boys, had already landed and Captain Noah was about to follow, when he suddenly remembered Mr. Jonah.

"Thunder and lightning!" he exclaimed, "I almost forgot Mr. Jonah." Hastily descending to the lower hold, he found the hero of the Ark disconsolately sitting at his post.

"Arise, noble man!" cried Captain Noah, bowing very low, at the same time with great difficulty restraining his mirth.

"Do you really mean it?" asked Mr. Jonah, doubtingly.

"Certainly," replied the Captain, "we're safe on land!"

"Thank goodness!" replied Mr. Jonah, rising stiffly and stretching his cramped legs. "I feel as stiff as a glass bottle stopper!"

"Well, I'm more relieved than I can tell you that the danger is over," said Captain Noah, as he ascended the companion-way, followed by Mr. Jonah.

"So am I," said Mr. Jonah, with a sigh of relief.

(To be continued.)

PUNISHMENT NOT A PANACEA

By SIDONIE MATZNER GRUENBERG.

IN OUR relation to the wrongdoings of children and other people, as in so many other matters, it is true that knowledge comes but wisdom lingers. For many years we have been learning that imposing hardship and suffering upon criminals is futile. We have learned that punishment does not restore the dead to life nor restore damaged property. We have learned that punishment is ineffective, both in preventing the repetition of crimes and redeeming the miscreant. Yet we keep on punishing, as though we had been specially appointed by the fates to carry out their purposes. And we do the same thing when we are annoyed by the misdeeds of our own children. We may not always know what is best to do; we know that punishing belongs to the Dark Ages, but this knowledge is not always an effective deterrent.

When Harold brings home an unsatisfactory report from school, his mother punishes him by keeping him indoors, in the hope that his discomfort will so impress itself upon his mind that his future school work will be duly stimulated. Or Bessie is deprived of her dessert at lunch to punish her for having soiled her new frock. There is not only a strain to establish an association between the objectionable conduct and the penalty, but there is an insult to the child's intelligence. If we give the matter any thought, we are not likely to continue in all seriousness to force this choice upon the child: Would you rather be careful and do always as you should, and get your compensation in the form of pudding or candy, or would you rather have a bully good time, let others worry, and go without dessert? Of course, we do not state the problem to ourselves, and much less to the children, in this blunt way. But for all practical purposes this is just the form that these experiences tend to take in the child's mind. And it is but a short step from suffering a privation and calculating the value of what it brings.

A little boy who had received some construction toys for his birthday forgot himself so far the following day as to neglect his studies and his music practice, even after being reminded. His mother reproved him and told him quietly that she would now put the toys away, since he had misused them. The child was penitent; he understood the wrong that he had committed and he understood the right of his mother's action. He made no protest. But there was one thing he did want to know—how long would he be obliged to drag on his existence without the beloved playthings? When he was told that it would be three days, he quickly reconciled himself to the new situation, and he found no difficulty whatever keeping himself fully occupied and quite happy until the penalty was suspended and the toys restored to his use. It would be difficult to say just what effect this punishment had, or whether, indeed, it had any at all. If the child was impressed it was by the mother's earnest voice and not by the privation.

Not only do we impose arbitrary penalties that fail to produce the desired results, but we frequently discredit things and institutions that should be highly regarded by our ill-considered penalties. A little girl who had misbehaved in the presence of company was given her supper and sent to bed an hour ahead of her usual time. "You have been naughty, and you must now go to sleep," the mother had said to her. If the association is at all effective it is likely to suggest to the child that sleep is one of the things to be looked down upon, something to avoid. We know, of course, that the mother did not intend to heap burning coals upon the child's head by returning good for evil. Nor did she intend to penalize the child by giving her an extra dose of the blessed sleep. She meant merely to impress the girl with the undesirability of her company, or to deprive her of the last hour of the day's enjoyment—and she should have made her purpose perfectly clear.

We must get away from the notion that punishment is a means of training children. At the best, we may on occasions use punishments for preventing the recurrence of certain misdeeds, or a punishment may draw a child's attention sharply to the matter in hand. What is needed is a plan of action in relation to children that will constructively form their habits and ideals in the desired direction. Punishment usually teaches young people the importance of not getting caught. It may in many cases teach them also that there are certain things that must not be done. But this is very far from building up positive habits and ideals of right conduct. Negative virtues are no doubt to be preferred—for the comfort of others—to the vices they may displace; but they are not sufficient.

Punishing is often resorted to as a means of clearing the parents' conscience. In the absence of clear vision, in the absence of a true constructive programme, we feel that it is our duty to take notice of the child's derelictions in some unmistakable way—and so we mete out punishment. We feel that we have done our duty. But our responsibility does not end there—this is only the beginning.

"You have been naughty, and you must now go to sleep."